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AUTHOR	Gainous, Fred
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ABSTRACT

The Chancellor's Annual Report 1996-97 outlines the recent accomplishments and future goals of the Alabama College System. The report also describes recent mergers and consolidations in the Alabama College System, and its projected fiscal future. Accomplishments fell into two major categories: teaching and learning improvement and workforce development. The Teaching and Learning Initiative, which established a system-wide climate for teaching and learning excellence, sponsored a symposium on teaching and learning; established programs to increase the quality of teaching practices; encouraged institutions, departments, and individuals to created their own value statements for teaching and learning; and created teaching and learning committees to develop recommendations to support excellence in teaching and learning. Also detailed is how the Alabama College System promotes economic growth through workforce development programs. This has been primarily the work of Alabama's community colleges, which have created flexible class schedules offering evening and weekend courses to accommodate employed students. They have implemented specialized and customized classes and training programs to meet the needs of employers. These programs range from connecting secondary students with employers in after-school training programs to Tech-Prep and Welfare-To-Work programs. The report concludes with a list of nine educational reform goals for Alabamians, including high academic standards, a safe and disciplined learning environment, substantial parental involvement at all levels of education, and appropriate technology for all levels of education. (TGO)

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ED 431 443

Setting the Stage for the 21st Century

Positioning The Alabama College System for the Future

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CHANCELLOR'S ANNUAL REPORT 1996-97

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35401
(205) 758-7777

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District 8
2345 County Road 67
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35769
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OPPORTUNITIES, CHALLENGES, AND CHANGE

Fred Gainous, Chancellor
The Alabama College System

Thirty-two years ago, Alabama was in a great transition as it passed from an economy based largely on agriculture to one based more on manufacturing. This transition produced a new educational system for Alabama. It was a system that would fulfill industry's demand for trained workers and make higher education accessible to adults over 18 who otherwise would have never progressed beyond high school. As a result of this transition, the number of school years completed increased, which led to a rise in Alabama's family income and economic prosperity. Because of a strong vision our leaders had 32 years ago, they were able to convince the state to invest in its people and its economy by creating The Alabama College System.

Our achievements are indeed solid. Our two-year college system is the largest system of public higher education in the state. The colleges have acted both as catalysts for economic development and as models for academic, vocational, and occupational programs in higher education. There are currently 79,000 students enrolled in college transfer and occupational/technical programs, plus 20,000 additional students enrolled in adult education, business and industry training, and tech-prep programs. The 31 community, junior, and technical colleges, plus Athens State College, offer 193 programs in academic and occupational/technical fields, and in business and industry training opportunities. Alabama's two-year college system plays a major role in enhancing the lives of our citizens and the economic health of our state.

As we continue through a new transition, which has been called the "information age," Alabama's colleges are being asked to accomplish more with less. Our colleges are challenged to motivate faculty and staff, and to en-courage their development with limited resources. Change is now constant in Alabama's two-year colleges. We are facing this change in our economy, technology, demo-graphics, social values, and the new political realities. It is clear these forces will affect the way educational institutions in Alabama will operate in the 21st century.

The Alabama College System is investing in these changes with its involvement in the teaching and learning initiative, economic development programs, and the downsizing and reorganization of its colleges. Each system college is expected to energize faculty, staff, and administrators in order to accommodate the challenges and opportunities that will come in the 21st century.

The two-year colleges are vital to our state's economic success. The system has been a bridge to occupational opportunity for thousands of Alabamians. It has transformed high school graduates into skilled technicians and four-year college and university students. Our colleges have enabled us to build and maintain a skilled work force by providing training and retraining for adults.

The need for action is now. If two-year colleges are to be truly adaptable and responsive to their constituents' communities, a hallmark of their mission, then a change must take place. Our colleges must deliver an educational system using new technologies. In doing so, we must reexamine our college philosophy and curriculum against the back drop of living, learning, and earning in the new "information age."

Such fundamental values are not easily broached. How can our success as community colleges be a sign that we need to do something different for the next century? The majority of those who will constitute our labor force for the next 20 years are already adults. They will live in a world of progressively rising occupational standards that will require continuous upgrading of on-the-job skills. Why change? The simple answer is that the world is changing around us. More specifically in higher education, it is the nature of work and employment that is being transformed. For the traditional college student, the most significant change will be learning how to take responsibility for their own lives. Today's generation "X" of students is demanding instruction that is not familiar to veteran teachers who may consider themselves experts in classroom technique. When educators in The Alabama College System shift to the new learning paradigm, student success will be measured by the ability to think critically and to apply skills usefully. It is imperative for The Alabama College System to provide development opportunities that will allow faculty to explore varied teaching and learning options, and to provide support for experimentation with new teaching and learning methodology which includes a systemwide approach to the learning process.

It is also imperative that The Alabama College System embraces the changes for the 21st century. Change, we must. Call it what you will--reorganizing, re-engineering, restructuring, downsizing, or reinventing. Let's band together to effect the changes in front of us.

THE ALABAMA COLLEGE SYSTEM VISION, MISSION, GOALS, AND OBJECTIVES

Vision Statement:

The Alabama College System believes education improves the life of every individual and advances society as a whole.

Mission Statement

The Alabama College System, consisting of public two-year community, junior, and technical colleges and an upper division college, seeks to provide accessible quality educational opportunities, promote economic growth, and enhance the quality of life for the people of Alabama.

Goals:

- *To provide accessible quality educational opportunities.*
- *To promote economic growth.*
- *To enhance the quality of life.*

Objectives: The Alabama College System shall provide:

- *General education and other collegiate programs at the freshman and sophomore levels that prepare students for transfer to other colleges and universities.*
- *Technical, vocational, and career education that prepares students for immediate employment, retrains existing employees, and promotes local and state economic stability and competitiveness.*
- *An upper division college that provides selected baccalaureate opportunities for students within the postsecondary system.*
- *Developmental education that assists individuals in improving learning skills and overcoming educational deficiencies.*
- *Student services and activities that assist individuals in formulating and achieving their educational goals.*
- *Learning resources that support the needs of the institution and the community.*
- *Business and industry development training that meets employer needs.*
- *Continuing education and personal enrichment opportunities that support lifelong learning and the civic, social, and cultural quality of life.*
- *Expanded partnerships with schools and school systems in the state to deliver seamless educational options and supportive articulation services*

THE TEACHING AND LEARNING INITIATIVE

No educational system can hope to succeed in its mission to provide high quality learning opportunities to its students without the total commitment of all personnel. Identifying qualities that are the indicators of excellent performance and then using those as a basis for rewarding achievers has been the goal of the teaching and learning initiative.

The critical role of faculty in the teaching and learning relationship is obvious. Not nearly as obvious, perhaps, but just as critical, are the roles played by administrators, professionals, and support staff in the advancement of student learning. By their behavior, they can encourage and assist faculty to perform to their fullest capacity, and by the decisions they make on resource allocations, they can make a greater impact on the support given to the teaching and learning environment.

The 1996 "Chancellor's Award Winners" were announced during the annual Alabama College Association Convention held November 24-26, 1996, in Birmingham. Above center, Dr. Fred Gainous, chancellor, is shown congratulating the winners. They are from left to right: Dr. Grace McWhorter, Lawson State Community College--"Junior Faculty of the Year"; Dr. Carmine Ruocco, Jefferson State Community College--"Technical Faculty of the Year"; Dr. Gary Green, Calhoun Community College--"Administrator of the Year"; and Ms. Judy Holland, Shelton State Community College--"Support Personnel of the Year."

"Not nearly as obvious...but just as critical, are the roles played by administrators, professionals, and support staff in the advancement of student learning."

Symposium on Teaching and Learning

The first teaching and learning symposium for The Alabama College System was held in Birmingham on April 22-23, 1996. Keynote speakers for the event were Dr. Terry O'Banion, executive director for the League for Innovation in the Community College, and Ms. Mardee Jenrette, director of the Teaching Learning Enterprise, Miami-Dade Community College. Over 325 faculty, administrators, and student services personnel representing every college in The Alabama College System attended. The symposium was designed to:

- Establish a systemwide climate for teaching and learning excellence.
- Adopt practices and programs which support teaching and learning values and quality.
- Establish a values statement for teaching and learning.
- Establish a quality statement for teaching and learning.

Practices/Programs for Teaching and Learning

To support its values and quality statements, The Alabama College System will implement the following practices and programs:

- Establish a formal articulation agreement with secondary schools, and baccalaureate degree granting institutions, which includes a common course numbering and description system.

- Establish partnerships with business, industry, school and college systems, governmental entities, and nonprofit agencies and organizations.

- Develop innovative and comprehensive professional development opportunities for full- and part-time personnel (sabbaticals, business and industry internships, travel, service learning, etc.)

- Establish a systemwide communications network.

- Establish standard, systemwide measurements of teaching and learning outcomes.

- Establish a standardized evaluation process for faculty, support staff, professional staff, and administrators (full- and part-time).

- Ensure that feedback is provided to all college personnel regarding evaluation results.

- Adopt a comprehensive enrollment management model which includes recruitment and admissions processes, registration, retention, matriculation, goal attainment, and student tracking evaluation processes.

- Establish a master teacher/mentoring program.

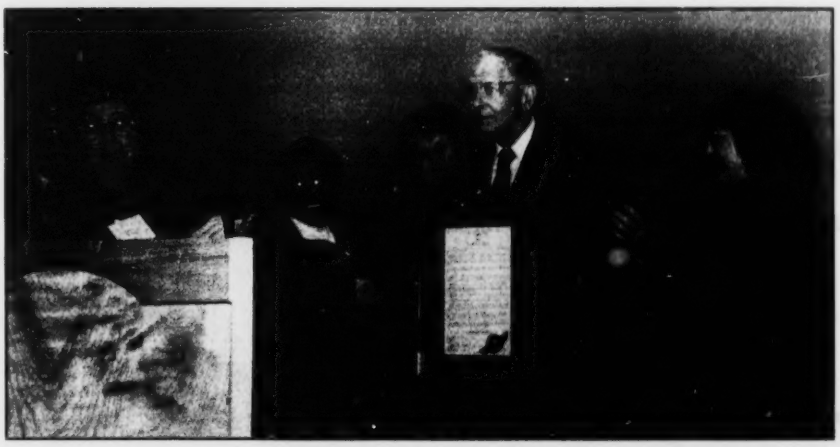
- Assess systemwide practices and programs which support value and quality statements.

Value Statements for Teaching and Learning

There are several shared values when it comes to teaching and learning in the Alabama College System. These value statements help guide colleges in the development of their missions, goals, philosophies, and operational procedures.

- The Alabama College System values integrity, commitment, knowledge, enthusiasm, and a positive attitude as essential to teaching and learning.

- The Alabama College System values a contemporary, accessible environment con-



During the 1996 Alabama College Association Convention, Congressman Tom Bevill, 2nd from right, above, was honored with a resolution for his outstanding commitment to The Alabama College System. Among his many accomplishments include the creation of a network of centers for advanced technology. The centers are technologically linked by video and conference network for forwarding simultaneous multiple site instruction to other network centers located throughout the two-year college system. Dr. Fred Gainous, chancellor, far left; Dr. Mary Jane Caylor, state board member, at podium; Dr. Ethel Hall, state board vice president, 3rd from left; Mrs. Tom Bevill; and Mrs. Sandra Ray, state board member, far right; look on.

ducive to teaching and learning.

- The Alabama College System values the development of student knowledge, attitudes and skills necessary to become more productive, contributing citizens and lifelong learners.
- The Alabama College System values the importance of ongoing professional growth and development opportunities.

Quality Statements for Teaching and Learning

Personnel of The Alabama College System strive to provide opportunities for quality teaching and learning and believe that quality teaching and learning take place when:

- Dedicated, enthusiastic, knowledgeable, and competent teachers act as facilitators in a learning process in which knowledge is exchanged and skills are developed.
- Knowledge is exchanged and skills are developed in a logical manner at an appropriate level utilizing applicable teaching methods for various learning styles through thorough preparation and flexible presentations.
- Committed, enthusiastic students take responsibility for their learning.
- Appropriate goals and objectives are established and periodically evaluated to reflect the attainment of desired and other positive outcomes for the learner, the teacher, the workplace, the community, the educational institution, and the college system.

Teaching and Learning Committees

The following systemwide committees have been established to develop recommendations to support excellence in teaching and learning.

- Master Teacher
- Faculty-to-Faculty Mentoring
- Faculty Evaluation
- Professional Development
- Outcome Measurements
- 1997 -- 2nd Teaching and Learning Symposium

The Alabama College System Teaching and Learning Symposium provides an opportunity for all colleges to provide measurable outcomes which will enhance student and faculty success in the teaching and learning process. The implementation of exemplary practices will ensure experience toward excellence in teaching and learning. Although numerous colleges are addressing the teaching and learning paradigm shift nationally, Alabama is the first state to develop a systemwide initiative that addresses teaching and learning. This broad based involvement of college faculty and administrators will further enhance the climate for excellence in teaching and learning and ensure the success of this initiative.

This unique systemwide approach to the implementation of exemplary teaching and learning practices will ensure standardized measurements and improvements in teaching and learning, and will prepare faculty in The Alabama College System to meet the challenges of the 21st century.

". . .Alabama is the first state to develop a systemwide teaching and learning initiative."

PROMOTING ECONOMIC GROWTH THROUGH WORK FORCE DEVELOPMENT

It is no secret that the world's economic landscape is changing. The impact of global competition on the work force and on the marketplace has created challenges to the economy of the nation and the state. If we fail to meet the challenges, we face disastrous consequences in the form of a deteriorating infrastructure, a plummeting standard of living, shattered lives, and human potential which could be lost forever. The key to meeting these challenges is education--especially postsecondary education--which can help our citizens develop the skills needed in order to meet the global competition which faces us.

Intensified global competition has accelerated technological change requiring new occupational standards, which are literally shattering traditional definitions of worker competence. This is especially significant for the 75 percent of the nation's young people who do not earn a four-year degree. It is also significant for the thousands of workers who seek to maintain their jobs or seek to gain the skills necessary to advance in their jobs. What was once a secure predictable workplace has become uncertain and highly complex, characterized by constant pressure to master new technical skills.

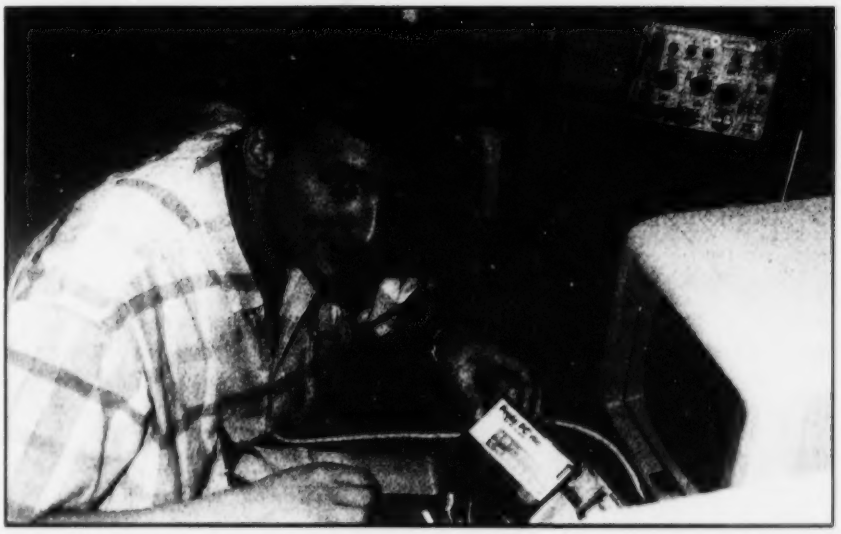
Alabama's two-year colleges have reached out actively into their constituent communities to assess the need for vocational/occupational training, and have become sensitive to the fact that those individuals most in need of training for employment, work force training, and education for career advancement are often the same individuals who are unfamiliar with a campus environment, and are least likely to seek needed services. Consequently, two-year colleges have attempted, through physical proximity and through outreach, to meet the demand for work force training by:

- Creating more flexible scheduling and nontraditional delivery systems.
- Offering evening and weekend courses to accommodate employed students.
- Developing and implementing specialized or customized training to meet the needs of employers.
- Serving over 2,050 businesses and industries across the state, affecting some 43,000 employees.

The Alabama College System is uniquely positioned to serve as the catalyst for work force development in the state. It has a complete array of training delivery systems which can be used to serve the citizens of Alabama. Approximately 190 occupational/vocational training programs result in a variety of certificate and degree awards available to those who have college level skills. These training programs vary in length from a few weeks to two years, and lead directly to employment. For those participants lacking college level skills, The Alabama College System has a close working relationship with the Adult Basic Education Program operated by the Alabama Department of Education. This program prepares adults who are not high school graduates for the General Education Diploma. Often offered on two-year college campuses, it provides adults with skills equivalent to those of high school graduates. For first-time students requiring additional assistance, routine assessment to identify special learning needs is provided which identifies exactly what kinds of skills need to be improved.

"The Alabama College System is uniquely positioned to serve as the catalyst for work force development in the state."

The colleges offer a full range of tutoring and remedial/ developmental classes and services to remedy skills deficiencies in order to prepare program participants to receive full benefit of their occupational/vocational program. In addition, special orientation and transition services and programs are provided to ensure student success.



Above, a two-year college student receives training in a computer repair class.

- Alabama's two-year colleges have a long history of providing vocational, technical, and career training in fields that reflect the needs of their local economies--often providing some of the most sophisticated training available anywhere in new and emerging technologies.

- Alabama's two-year colleges have a close working relationship with local constituents, including local business and industry, many of whose representatives sit on the college's numerous program advisory boards.

- Alabama's two-year colleges already provide a variety of training programs and services to small and medium-sized businesses where the unmet need for worker training is the greatest.

- Alabama's two-year colleges have been successful in providing programs and services for adult students, who make up the bulk of the existing work force that requires additional training and retraining.

- Alabama's two-year colleges have long served special populations including the educationally and economically disadvantaged, individuals with disabilities, dislocated workers, single parents, displaced homemakers, and criminal offenders.

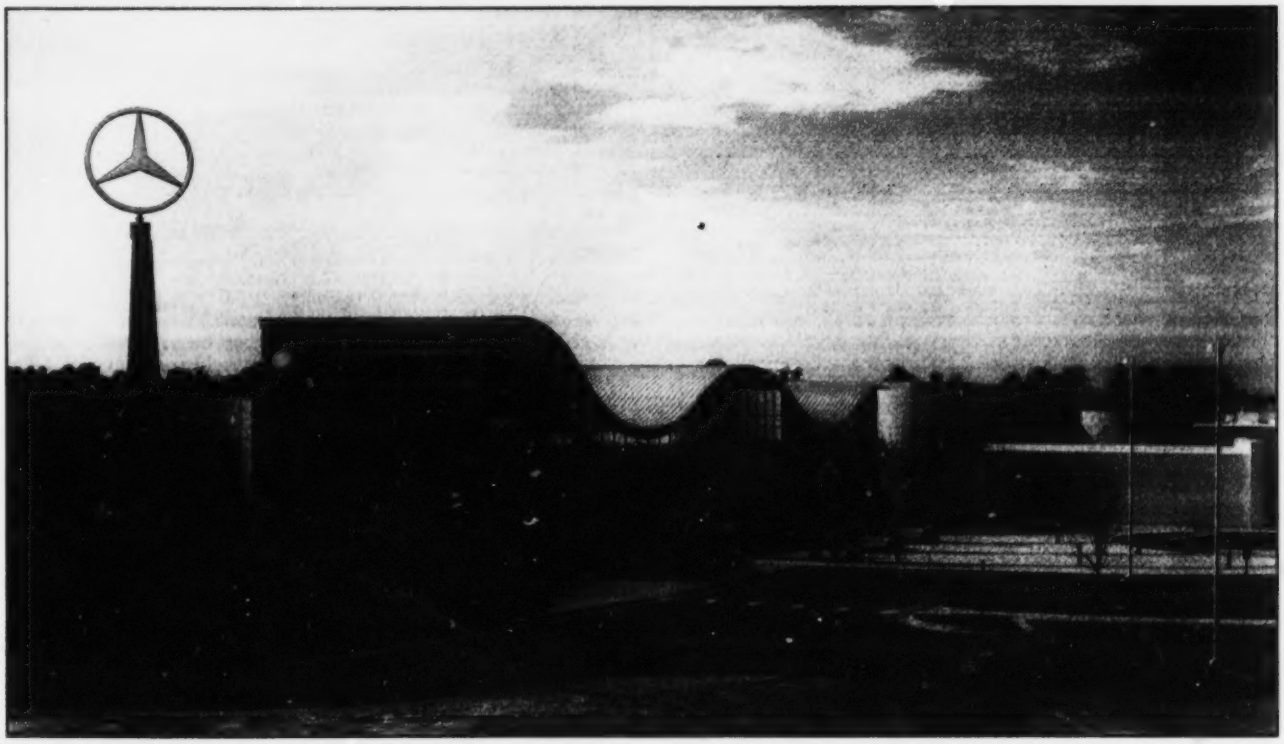
- Alabama's two-year colleges have invested in alternative delivery mechanisms, including infrastructure for providing distance education and instructional technology to support independent learning, which are well-positioned to serve adult learners who are often unable to attend regularly scheduled classes on a college campus due to work and family commitments.

- Alabama's two-year colleges have also invested heavily in support services for students, especially in student assessment, counseling, educational planning and academic advising, tutoring and remedial education, career development, and job placement that are vital in supporting nontraditional adult education.

- Alabama's two-year colleges provide quick response to changes in local and regional labor market supply/ demand characteristics, resulting in new training programs for business and industry.

- The Alabama College System can provide pre-vocational skills training and post-training follow-up to prepare students successfully to complete training, and to facilitate the transition from training to the workplace.

- When it comes to work force training, customized training for business and industry, and economic development in general, access is everything; and there is an Alabama two-year college located within commuting distance to approximately 90 percent of the total population of the state.



The Mercedes-Benz Visitors Center (pictured above) will house entertaining exhibits detailing the history of Mercedes-Benz, including its products, technology, and commitment to safety. Opening mid-1997, the 24,000 square-foot facility will be the starting point for tours of the manufacturing facility where visitors will be able to witness production of the new M-Class, All-Activity Vehicle.

CrafTech 2000 Consortium

One prominent example of The Alabama College System's ability to effect work force development in the state is the formation of the CrafTech 2000 Consortium. The CrafTech 2000 Consortium provides business and industry in central Alabama with qualified entry-level workers who can achieve productive status in minimum time after employment.

Working cooperatively with the local secondary school systems, the four two-year colleges in central Alabama--Bessemer State Technical College, Lawson State Community College, Jefferson State Community College, and Shelton State Community College--can provide workers, who sustain the future work force, for Mercedes-Benz and other companies located in this growth area. Having served this highly industrialized area for more than a quarter century, these educational institutions have effected change to meet and exceed the current demands of business and industry. Companies continue to rely on the two-year college system as a source of qualified entry-level employees. With 22.4 percent of the state work force concentrated in the Greater Birmingham-Tuscaloosa area, a large pool of workers is available.

According to the CrafTech 2000 Consortium process, Tech-Prep continues into the postsecondary level with a minimum of two years involvement at the two-year college where the vocational/technical component is completed with more specialized training. The secondary and postsecondary levels cooperate in identifying specific tasks to be included in the technical training at each level. Articulation agreements help students

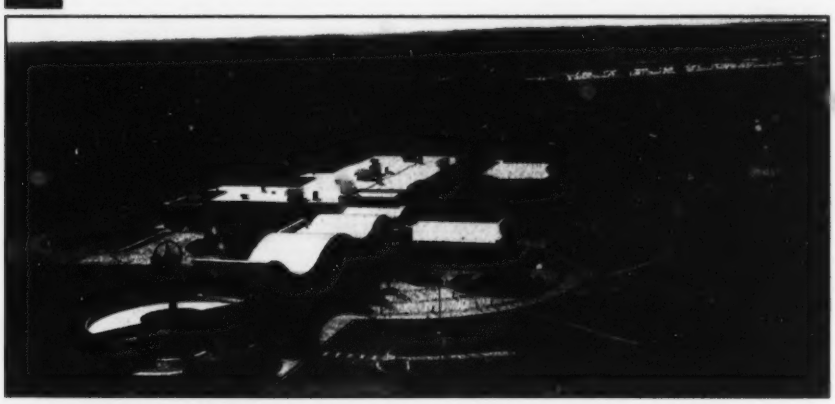
"The CrafTech 2000 Consortium provides business and industry...with qualified entry-level workers who can achieve productive status in minimum time after employment."

make a smooth transition from one level to the next without unnecessary duplication of course work. Students participating in this process have various options from which to choose to strengthen their technical training. Included are technology clusters, job simulation, student apprenticeship linkage program internships, and cooperative education experiences. High school graduates who do not choose to take vocational courses or to participate in cooperative educational experiences while in high school are not excluded from the process. Those who can document relevant work experience and other related educational experiences, such as military training, are considered for advanced placement and/or advanced credit at the colleges.

Competency tests are administered to evaluate placement for those individuals enrolling at the two-year college level. Those students whose test results indicate a deficiency in academic and/or technical skills are enrolled in the Bridges Program. The Bridges Program is one quarter/semester or more of intensive preparation for the advanced academic and technology training to be conducted at the colleges.

High school students qualifying for advanced placement and/or advanced credit may satisfy the technical requirements of the first and/or second quarter of college instruction, which will provide additional time for participation in an apprenticeship program, if applicable, sponsored by Mercedes-Benz or by another appropriate company. The sponsoring company is responsible for assigning apprentices to in-plant job experiences relevant to the courses being taken at the college. The apprenticeship experience at the plant may be conducted on a quarterly alternating basis, or a parallel basis, depending on the proximity of the plant to the student's residence. Apprentices receiving advanced placement and/or advanced credit may be able to complete their training programs and college course work in the normal time required for graduation. Students who do not receive advanced placement and/or advanced credit require more time for graduation, depending on the length of the college/company apprenticeship experience. Students may enter the work force prior to graduation and complete college requirements on a part-time basis by attending day or night classes offered by the institutions.

All the members of the CrafTech 2000 Consortium are committed to the work force delivery system which will meet the needs of Mercedes-Benz and other manufacturing companies in the future. Through this plan, companies will establish the competencies and/or training objectives for specific job classifications. From this information, curricula will be developed for the high schools and two-year colleges in order to develop a pool of qualified workers to meet the future needs of the manufacturing industry.



An aerial view of the Mercedes-Benz Visitors Center (forefront) with the M-Class, All-Activity Vehicle manufacturing facility in the background.

Tech-Prep Program

Tech-Prep is another important element of work force development involving The Alabama College System. Beginning in the late 1980s, the Department of Postsecondary Education and the State Board of Education encouraged the two-year colleges to join in consortia arrangements with area high schools for the purpose of forming Tech-Prep 2+2 arrangements. Currently, 24 of the state's community and technical colleges are involved in consortia arrangements throughout the state with local secondary school districts to provide Tech-Prep 2+2 arrangements. The major programs of study represented by Tech-Prep enrollment, thus far, are business/marketing, engineering/technical, health human services, and agri-business. The Tech-Prep program is an applied-academics program which operates concurrently with the college prep/baccalaureate degree program and the high-school diploma/vocational education program.

Tech-Prep programs target the two middle quartiles of the typical high-school student body in terms of academic talents, learning styles, and interest. They emphasize preparation for the middle range of occupations requiring postsecondary education and training, but not necessarily a baccalaureate degree. Of the twenty fastest-growing occupations in the decade of the 1990s--nursing, computer science, law enforcement, office/machine service and repair, engineering technology, banking, and insurance--all require some form of postsecondary education and training, but only two of these occupations require college baccalaureate degrees for entry.

Applied academics are foundational to the Tech-Prep program, emphasizing the "why" (application of learning) and the "what" (knowledge itself) of the program. The Tech-Prep program combines a common core, or foundation, of applied academics (math, science, and communications) with specific advanced-skill technical education. Beginning with the junior year in high school, students can select a Tech-Prep major and continue for four years in a structured and closely coordinated program, first in high school and then in a community or technical college. Successful students receive an advanced-skills associate degree that prepares them for entry into a host of new jobs. This is why Tech-Prep is such an important element of work force development among Alabama's two-year colleges.

Welfare-To-Work Program

The Alabama College System has proposed a plan which would involve the state's two-year colleges, through work force development, in the welfare reform effort undertaken by the state in response to the recently enacted Personal Responsibility and Work Opportunity Reconciliation Act of 1996. The Act ends the federal government's welfare entitlement program, and requires recipients of assistance, under a new block grant program, to be involved in work activities. This effort to implement a welfare-to-work program in the state stems from the commitment of the Alabama State Board of Education to the welfare reform initiative as established by its resolution of October 24, 1996.

The State Board of Education advocates a statewide approach to the welfare-to-work initiative utilizing The Alabama College System as the primary organizational component, uniting education

Pictured above, a participant receives training in automotive mechanics.

and work force training to reform the welfare system. The elements of the welfare-to-work program are central to the mission of The Alabama College System.

The structure of the welfare-to-work program entails an eight point plan encompassing:

- **Outreach and Recruitment**--The colleges will screen and refer potential participants to appropriate services.

- **Assessment**--Each participant served will be given a test of basic skills.

- **Adult Basic Education, Literacy, and GED Programs**--Participants will be afforded adult basic education, literacy tutoring, GED programs, and remedial/developmental course work as needed, both prior to and concurrently with skills training.

- **Case Management**--The case management process will begin at the point of participant intake and terminate upon the appropriate follow-up after job placement.

- **Needs Determination**--College personnel will assist participants in identifying their immediate needs and make a predetermination as to whether training is an option for the individual or if immediate employment assistance is more appropriate.

- **Orientation**--An orientation explaining available training and employment services will be provided for participants at designated locations.

- **Employment-Related Services**--Coordinated job development and placement services will be provided. This will be accomplished by providing various access points to the job placement system which integrates job development and placement services:

Job Readiness Workshops--Job readiness workshops will include resume preparation, interview skills, employability skills, job keeping skills, job search, labor market information, and other topics designed to assist the participant in obtaining and retaining a job.

The Job Club Network (JCN)--The JCN will be a job club for individuals that have been employed.

Job Listings and Job Referral--Job listings and job referrals will be handled by the college placement office.

On-the-Job Training (OJT)--OJT will provide hands-on job training at an employer's site.

Post Placement Follow-Up/Follow-Along--Following placement in employment, the college will follow-up with the participant to facilitate success on the job.

- **Occupational/Vocational/Technical Skills Training**--Participants with appropriate skills levels will enter specific training programs according to their employment goal.

The mission of The Alabama College System is to provide accessible, quality educational opportunities, to promote economic growth, and to enhance the quality of life for the people of Alabama. The welfare-to-work program is a logical extension of that mission. Appropriate work force skills are essential to a better quality of life, and to the development of a globally competitive economy. Higher expectations in the job mar-

"Higher expectations in the job market, especially the demand for advanced basic skills and technological sophistication, make Alabama's two-year colleges most effective for addressing the welfare-to-work initiative."

ket, especially the demand for advanced basic skills and technological sophistication, make community, junior, and technical colleges Alabama's most effective tool for addressing the welfare-to-work initiative. The welfare-to-work program takes advantage of the occupational/vocational training network located throughout the state's strategically placed two-year colleges. The program combines this network with pre- and post-training services, arrangements for transportation of participants, day care facilities for participants, and partnerships with secondary schools, businesses, industries, and other state agencies in order to provide a coherent and integrated system.

Alabama Skills Centers

Another element in the work force development arsenal of Alabama postsecondary education is the Alabama Skills Centers, created by the State Board of Education to provide employment and training services on a statewide, comprehensive, and systematic basis. The system was designed to serve those Alabama citizens who were not successful in attaining or maintaining meaningful jobs within their communities, and certain youth who had not been successful in traditional education and training settings. The Skills Center system was consolidated into three institutions effective July 1, 1996. The centers provide a variety of services directed toward improving the long-term employability of its students. The system has been in existence since the early 1960s and offers a wide range of employment and training services. The hallmark of the Skills Center system is the ability of its centers to respond rapidly to changes in technology, economic conditions, and the labor market.

Students receive on-the-job training with private employers in many areas including data processing, as shown above.

The Skills Centers' programs and services are specifically designed to meet the needs of special target populations such as economically disadvantaged youths and adults, welfare recipients, and citizens who are unemployed due to business or plant closures. The majority of the students are school dropouts, welfare recipients, disabled, offenders, and other individuals with multiple barriers to employment. All programs are funded primarily with federal grant funds obtained through the Alabama Department of Economic and Community Affairs (ADECA). These funds are provided to ADECA by the U.S. Department of Labor under the auspices of the Job Training Partnership Act (P.L. 97-300) of 1982 and the Job Training Reform Amendments of 1992.

The programs and services offered by the Skills Centers do not duplicate training and services provided by

other public and private training institutions. Many of the students served by the Skills Centers do not meet entrance criteria at other institutions. Skills Center classes are short-term in duration and may provide students with the first step in a career path. A number of students exhibit the interest and potential for succeeding in a traditional two-year college environment. These students are referred to colleges as part of the Individual Referral Program. This highly successful program provides a partnership between the Skills Centers and the two-year colleges.

Skills Centers provide case management, occupational skills training, basic skills training, on-the-job training with private employers, work experience, and pre-employment/work maturity competency enhancement activities--on an individualized basis--to eligible students based upon the results of an objective assessment. During the objective assessment, eligible students receive an orientation as well as an achievement, aptitude, and interest testing, and an interview at local assessment centers operated by the Skills Centers. Individualized plans of action are developed based upon the student's assessment results. Prior to program placement, students are assigned case managers who monitor their progress and coordinate services during their enrollment period.

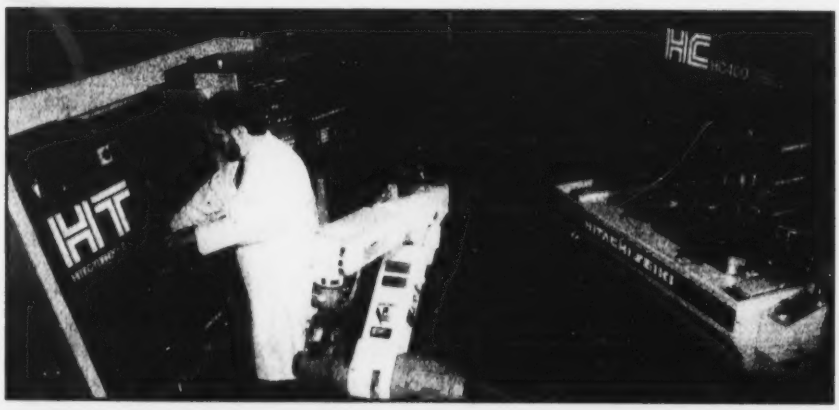
In 1996, the Skills Center system:

- Provided assessments to over 11,000 youth and adults.
- Served nearly 8,000 individuals in various activities.
- Placed over 4,000 Alabama citizens into a variety of employment and training options.

Fifty percent of those served were served directly by Skills Centers. The remaining 50 percent enrolled in programs offered by The Alabama College System. A total of five reemployment centers, 26 assessment centers, and 111 skills training programs were operated within the Skills Centers districts during program year 1995. Of those served by the Skills Centers, 71 percent entered employment and an additional 15 percent obtained a positive termination, yielding an 86 percent total positive termination rate.

Alabama Industrial Development Training Institute

An additional key component of work force development, supervised by the Department of Postsecondary Education and the State Board of Education, is the Alabama Industrial Development Training Institute (AIDT). More than 140,000 Alabamians have learned the skills they need for better paying jobs with Alabama companies through programs designed and conducted by AIDT. Over 1,000 companies have relied on AIDT training for pre-employment start-up, upgrade and on-the-job skill training programs, and more than 300 of those companies have benefitted from the management and front line supervisory training offered free of charge to industry and



A technical coordinator at the AIDT Center in Huntsville, above, shows how a computer controls mill and lathes used in industrial applications.

citizens of Alabama. AIDT training services are available to any new or expanding manufacturer that creates jobs through expansion or location of a plant in Alabama. All AIDT training programs are tied directly to job openings. AIDT is a fundamental element of the postsecondary level work force preparation effort in Alabama.

Centers for Excellence

One of the most momentous contributions of The Alabama College System to the work force development of the state comes in the form of the Centers for Excellence. Strategically located, these centers offer cutting edge, high technology training for individuals seeking employment and retraining, and for businesses and industries seeking customized training programs. The latest technology is made available for work force preparation at these Centers for Excellence, focusing on the latest available training for a specific segment of industry in Alabama. These highly sophisticated, specialized training centers, located on the campuses of two-year colleges, give Alabama a decided advantage in the global competition which faces the state and its labor force.

- **The Center for Textile and Apparel Technology--**Central Alabama Community College.
- **The Center for Advanced Environmental Technology--** Northwest-Shoals Community College.
- **The Center for Forestry, Paper, and Chemical Technology--**Alabama Southern Community College.
- **The Center for Advanced Manufacturing Technology--** Gadsden State Community College.
- **The Center for Advanced Electronics Technology--** Sparks State Technical College.
- **The Center for Advanced Telecommunications Technology--**Jefferson Davis Community College.
- **The Center for Advanced Bio-Medical Technology--** Jefferson State Community College.

School-to-Work Initiative

The school-to-work initiative offers a framework for the involvement of both secondary and postsecondary education in work force preparation. The cornerstone of the school-to-work system is the integration of school-based and work-based learning. The goal of this integration is the blending of both activities into a functioning and seamless system. As work-based learning becomes a reality, students become more motivated to learn as they see and appreciate the application of academic instruction. School and work complement each other and allow students to realize that schoolroom activities do have a purpose and are needed for success on the job. The success of this integration effort depends on local partnerships in which educators and employers take joint responsibility for integration strategies.

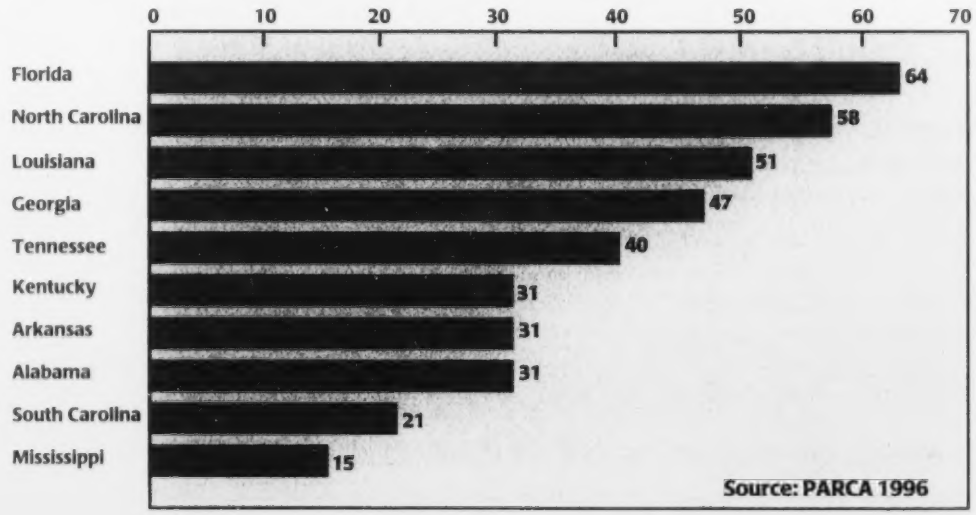
An important factor of the school-to-work initiative will be a commitment by local partnerships to an articulation process that allows students a smooth transition from high school to two-year colleges. Cooperative agreements between secondary and postsecondary education that allows for early admission and dual enrollment will also be essential. Currently, there are pilot projects in several cities where technical education programs are being provided to high school students by local two-year colleges.

MERGERS/CONSOLIDATIONS/FISCAL SAVINGS

In 1985, there were 43 lower division two-year colleges under the direction of the State Board of Education. During the last 10 years, its emphasis on the formation of comprehensive community colleges has resulted in seven consolidations involving 19 colleges, four mergers involving nine colleges, and the redesignation of five institutions as community colleges. The cost savings resulting from the mergers amount to $21,589,037. Within these figures are personnel cost savings of $20,525,037, operations cost savings of $671,000, equipment cost savings of $108,000, and other cost savings of $285,000.

The mergers have taken place to reduce unwarranted program duplication, to produce cost efficiencies, to provide enhanced instructional and student services, to provide improved programs and services to businesses and industries, and to contribute to the economic and cultural health of the communities in which the colleges are located. These mergers have not been driven primarily by economic considerations, but instead by the need to establish comprehensive community colleges, easily accessible, at an affordable cost to the citizens of the state. The cost savings have been redirected into the institutions to improve the quality of instruction and services offered. The State Board of Education will continue to consolidate and merge institutions in order to reduce substantially the total number of colleges by the year 2000. In a 1996 study by the Public Affairs Research Council of Alabama (PARCA), Alabama ranks in 6th place (along with Kentucky and Arkansas) among the 10 southeastern states in the total number of two-year institutions--see chart below.

TOTAL NUMBER OF COMMUNITY, JUNIOR, AND TECHNICAL COLLEGES IN THE SOUTHEASTERN STATES



"The State Board of Education will continue to consolidate and merge institutions in order to reduce substantially the total number of colleges by the year 2000."

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RESTRUCTURING/DOWNSIZING/REORGANIZING

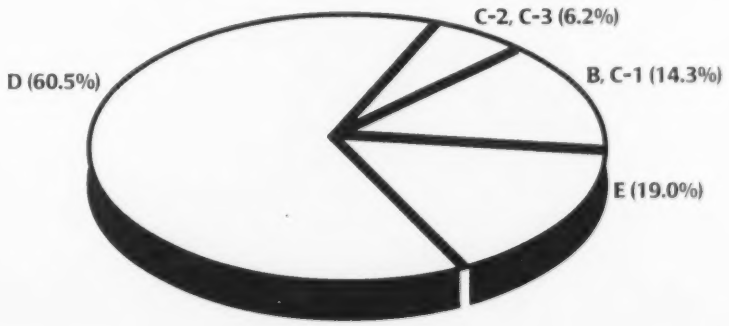
Adoption of the Retirement Incentive Program

In February of 1996, the Alabama State Board of Education adopted a Retirement Incentive Program for eligible employees of The Alabama College System. The stated goal of the program was a reduction in fixed personnel costs for the system. In order to participate in the program, system employees were required to meet two criteria: (1) eligibility to retire either on age or years of service under the rules of the Teachers' Retirement System of the State of Alabama; and (2) full-time employment at the current postsecondary institution for more than three years. Individuals meeting those criteria received an offer of a one-time cash incentive in exchange for their leaving The Alabama College System. The cash incentive was based on current annual salary multiplied times the number of years credited to the employees in the Teachers' Retirement System multiplied times two percent. The incentive payment was made in two installments, the first due October 1, 1996, and the second due October 1, 1997. Participation in the program was strictly voluntary.

After adoption of the program by the board, Alabama College System institutions identified and notified

THE ALABAMA COLLEGE SYSTEM
RETIREMENT INCENTIVE PROGRAM

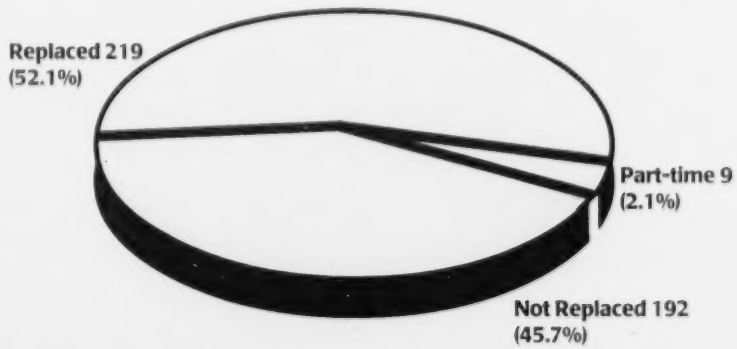
VACANT POSITIONS BY JOB FUNCTION



Administrative	*B, C-1*	*60*
Mid-Management	*C-2, C-3*	*26*
Instructors/Counselors/Librarians	*D*	*254*
Support	*E*	*80*
Total:		*420*

THE ALABAMA COLLEGE SYSTEM
RETIREMENT INCENTIVE PROGRAM

DEPARTING EMPLOYEES



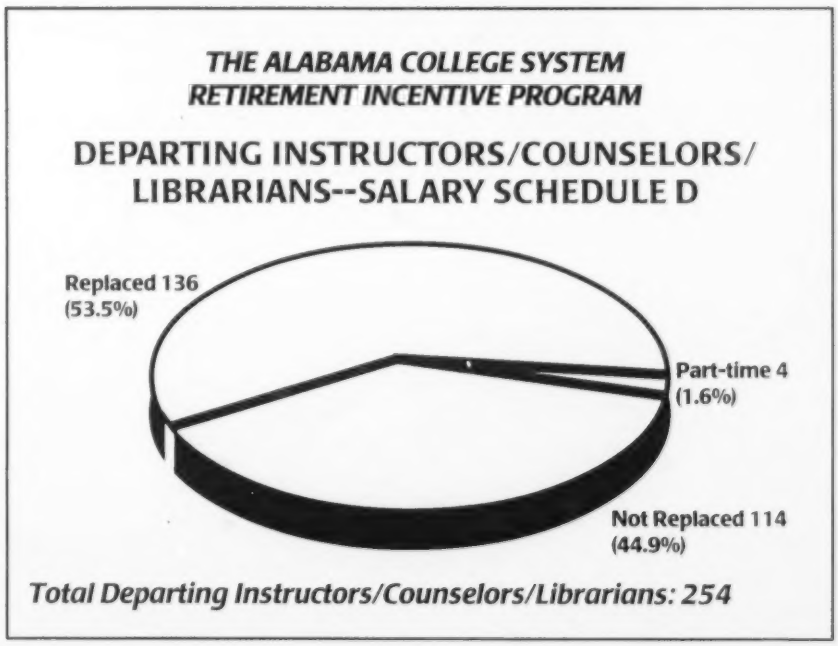
Departing Employees: 420

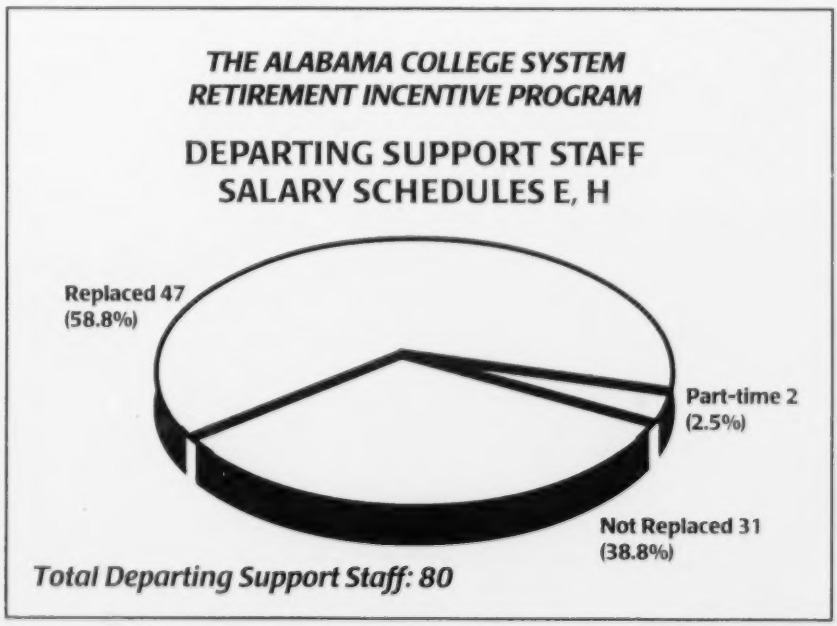
eligible employees. Those employees received detailed information regarding the Retirement Incentive Program. Institutions encouraged eligible employees to seek counseling and advice from financial planners, accountants, attorneys, and others who might assist them in making plans and decisions. Upon acceptance of the offer, employees had seven days in which to withdraw their acceptance. Accepting employees could retire beginning March 1, 1996, and ending September 1, 1996.

Participation in the Retirement Incentive Program

A total of 899 Alabama College System employees were eligible to participate in the program. Of that number, 423 (47.1 percent) accepted the retirement incentive and agreed to resign voluntarily their employment. Furthermore, all participants agreed in writing that they would not seek future full-time employment at any Alabama College System institution. Participation in the program by eligible employees was significantly greater than initial estimates of 30 to 35 percent. Within individual institutions, the percentages ranged from a low acceptance rate of 10 percent to a high acceptance rate of 89 percent.

Participation by salary schedule was, as had been expected, greatest by instructors, counselors, and librarians on Salary Schedule D. Of those participating in the program, 254 (60.1 percent) were from Salary Schedule D; three (0.7 percent) were from Salary Schedule A; 37 (8.7 percent) were from Salary Schedule B; 49 (11.6 percent) were from Salary Schedule C; 78 (18.4 percent) were from Salary Schedule E; and two (0.5 percent) were from Salary Schedule H.





Effects of the Retirement Incentive Program

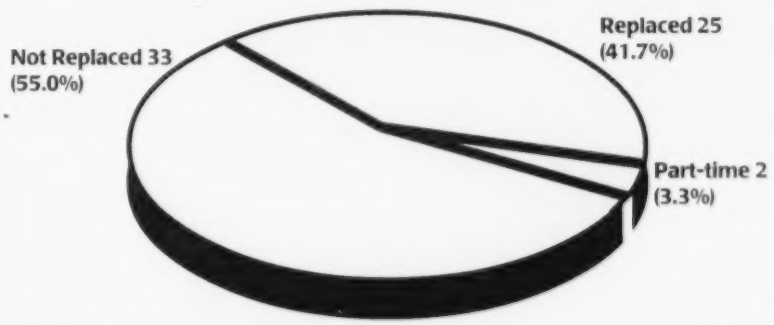
The total contracted salaries of those participating in the Retirement Incentive Program was slightly more than $20,000,000. The total retirement incentive due to participating employees was approximately $12,500,000.

Participation in the Retirement Incentive Program resulted in 420 vacant positions, including three presidential vacancies. Excluding the presidential vacancies, the institutions elected to fill 219 positions (52.1 percent) and not to fill 192 positions (45.7 percent). The remaining nine positions (2.1 percent) were converted from full-time to part-time. Approximately 55 percent of vacant administrative positions were not filled. This was accomplished with the quality and level of services available to students remaining at an acceptable level, and without jeopardizing either institutional or programmatic accreditations.

Based on the analysis of fall 1995-96 data, the total number of administrative positions at Alabama College System institutions (excluding Athens State College) was 237. That figure represented only 2.9 percent of total system personnel. Of that number, 60 administrators accepted the retirement incentive and left the system by August 31, 1996. The total budget for The Alabama College System for fiscal year 1995-96 was $391,246,136, including restricted funds, with projected total salaries of $151,070,215 for 8,303 full- and part-time employees. Total salaries for administrative personnel were $15,779,267, representing 4.0 percent of the total system budget and 10.4 percent of the

THE ALABAMA COLLEGE SYSTEM
RETIREMENT INCENTIVE PROGRAM

DEPARTING ADMINISTRATORS
SALARY SCHEDULES B, B+, C-1



Total Departing Administrators: 60

THE ALABAMA COLLEGE SYSTEM
RETIREMENT INCENTIVE PROGRAM

DEPARTING MID-LEVEL MANAGERS
SALARY SCHEDULES C-2, C-3

Total Departing Mid-Level Managers: 26

total system salaries. The 60 departing administrators, most of whom were not replaced, represented 24.1 percent of the total number of administrators. This resulted in a significant reduction of administrative costs throughout the system.

Results of the Retirement Incentive Program

All presidents have noted the positive benefits brought about by the Retirement Incentive Program. They worked very hard to keep replacement costs low while hiring qualified individuals. Overall, the program provided Alabama College System institutions with the freedom and flexibility to reorganize administrative, instructional, student support, and maintenance functions and services so that the institutions could operate more efficiently and effectively as they prepare themselves for the 21st century. The benefits to Alabama College System institutions, the students they serve, and the taxpayers who support them will be enjoyed for many years to come.

Resolution on Management and Administration

The large reduction in employment of administrative employees at Alabama College System institutions presented the State Board of Education with a challenge and an opportunity to review the management and administrative structures and compositions of each college in the system. Because the optimum operation of Alabama College System institutions are of paramount concern to both the chancellor and the State Board of Education, in August of 1996, a "Resolution on Management and Administration" was adopted. The resolution recognized that the system had experienced significant reduction in employees, thereby providing an opportunity to restructure and streamline the management and administrative structure of system institutions, and provided the chancellor and the Department of Postsecondary Education with a process by which to review periodically the management and administrative structure of each institution.

Under the terms of the resolution, the following process is established:

- Each college will prepare a comprehensive report detailing the reorganization and streamlining of its management structure.
- The Department of Postsecondary Education will review each report, assess the reorganization process, and make observations, recommendations, and directions to each institution.
- The chancellor will submit the annual reports to an appropriate outside organization for review.
- As part of the annual budget recommendation, the chancellor will report to the State Board annually on the review and status of the management structure of each institution.

"Overall, the retirement incentive program provided The Alabama College System with the freedom and flexibility to reorganize administrative, instructional, student support, and maintenance functions and services so that the institutions could operate more efficiently and effectively as they prepare themselves for the 21st century."

PARTNERSHIP FOR EDUCATIONAL REFORM

In addressing the Alabama educational reform climate, the Department of Postsecondary Education has been a full partner in assisting and supporting the State Board of Education, the State Department of Education, and the Alabama Commission on Higher Education with the 1995 and 1996 statewide education summits. The theme for both summits was *"Alabama's Citizens Working Together for Education."* In 1995, more than 400 participants determined nine goals that must be met in order to prepare Alabamians for success in life and work for the 21st century. This year, some 500 participants attended the summit. The following is a progress report on the goals impacting postsecondary institutions:

Goal 1--High academic standards.

- The State Board of Education has adopted the most rigorous graduation requirements in the nation.

- The State Department of Education is preparing a new dual enrollment and early admissions policy that facilitates student transition from high school to two-year colleges.

- Alabama's public two- and four-year colleges and universities are developing an articulation policy to guarantee that students' credits transfer from two- and four-year institutions, and they are adopting a core curriculum for these institutions.

- The two- and four-year colleges and universities also are offering Alabama high school students advanced placement and certain core curriculum courses.

Goal 2--Appropriate governance and accountability at all levels of education.

- The legislature has enacted new program viability standards for higher education to ensure that tax dollars are not spent on unproductive programs of study.

- The Examiners of Public Accounts audits all two- and four-year institutions annually. In addition, the Department of Postsecondary Education has instituted an internal audit team and audit program, and has implemented policies on program review, and institutional management planning and effectiveness for all two-year colleges. The State Board of Education also requires an annual review of the management structure of all public two-year institutions.

Goal 3--Appropriate and equitable funding.

- The legislature created a Performance-Based Funding Commission for higher education.

Goal 4--Substantial parental involvement at all levels of education.

Goal 5--Safe and disciplined learning environments.

- Each two-year college is required to implement campus crime and student right-to-know reporting systems.

Goal 6--Appropriate technology for all levels of education.

- The State Board of Education and the Alabama Commission on Higher Education recently launched NetDays Alabama, a project designed to wire--with the aid of corporate donations and volunteer efforts--at least five K-12 classrooms and the libraries in all schools to the internet.

- The Department of Postsecondary Education and the Department of Education recently sponsored the third annual Alabama Education Technology Conference. The conference attracted thousands of teachers and administrators from across the state.

- Several two-year colleges are using distance learning technology to provide more learning opportunities for their students and those at other two-year and K-12 levels.

Goal 7--Teaching values.

Goal 8--Teaching quality and competence.

- The Department of Postsecondary Education is developing the Master Teacher Initiative. This initiative is designed to identify and promote the characteristics of master teachers, and uses mentors to foster their development throughout the System.

Goal 9--Unified leadership and substantial citizen involvement.

- Alabama's two-year colleges involve concerned citizens in local advisory committees and foundations.

- In addition to two state education summits, several regional summits were held to garner citizen input.

Facts About The Alabama College System . . .

The Alabama College System is 32 years old and is the largest system of public higher education in the state. The following are important facts about the two-year college system:

- It has **served** well **over one million** Alabamians.
- It has **increased total enrollment** from 9,487 in 1965 to **over 99,000** today.
- It has **enrolled 65 percent of all college freshmen** in Alabama.
- **96 percent of students** enrolled are **Alabama residents.**
- **60 percent of students continue their education,** which is double the national average.
- **40 percent** of all higher education **credit hours produced** are in the **two-year college system.**
- It has **provided** over **2,050 Alabama companies** with **customized training**.
- It **ranks 8th in the nation** in the **number of completers** from two-year institutions.
- It **ranks 17th in the nation** in the **number of students transferring** to other colleges.
- It **ranks 6th in the southeast** along with Arkansas and Kentucky for the **total number of community, junior, and technical colleges**.
- Its **students do as well or better than** the **four-year institutions' own students** when two-year college students transfer to four-year institutions and universities.
- It makes an **annual economic impact** on the state of **over $3.1 billion**.
- It is **Alabama's most affordable and accessible system of higher education**.

COMMUNITY COLLEGES

1. **Alabama Southern Community College**
Dr. John A. Johnson, President
Post Office Box 2000
Monroeville, Alabama 36461
Telephone: (334) 575-3156
Fax: (334) 575-5356
Thomasville Campus
Telephone: (334) 636-9642 or (334) 575-3156

2. **Bevill State Community College**
Dr. Harold Wade, President
Post Office Box 800
Sumiton, Alabama 35148
Telephone: (205) 648-3271 or (800) 648-3271
Fax: (205) 648-3311
Brewer Campus
Telephone: (205) 932-3221 or (800) 648-3271
Hamilton Campus
Telephone: (205) 921-3177 or (800) 648-3271

3. **Bishop State Community College**
Dr. Yvonne Kennedy, President
351 North Broad Street
Mobile, Alabama 36603-5898
Telephone: (334) 690-6416
Fax: (334) 438-9523
Carver Campus
Telephone: (334) 473-8692
Central Campus
Telephone: (334) 405-4457
Southwest Campus
Telephone: (334) 479-7476

4. **John C. Calhoun Community College**
Dr. Richard Carpenter, President
Post Office Box 2216
Decatur, Alabama 35609-2216
Telephone: (205) 306-2500
Fax: (205) 306-2877

5. **Central Alabama Community College**
Dr. James H. Cornell, President
Post Office Box 699
Alexander City, Alabama 35011
Telephone: (205) 234-6346
Fax: (205) 234-0384
Childersburg Campus
Telephone: (205) 378-5576

6. **Chattahoochee Valley Community College**
Dr. Richard J. Federinko, President
2602 College Drive
Phenix City, Alabama 36869
Telephone: (334) 291-4900
Fax: (334) 291-4944

7. **Jefferson Davis Community College**
Dr. Richard E. Brogdon, President
220 Alco Drive
Brewton, Alabama 36426
Telephone: (334) 867-4832
Fax: (334) 867-7399
Atmore Campus
Telephone: (334) 368-8118

8. **James H. Faulkner State Community College**
Dr. Gary L. Branch, President
1900 U. S. Highway 31, South
Bay Minette, Alabama 36507
Telephone: (334) 580-2100 or (800) 231-3752
Fax: (334) 937-3404
Fairhope Campus
Telephone: (334) 990-0420 or (800) 231-3752
Gulf Shores Campus
Telephone: (334) 968-3104 or (800) 231-3752

9. **Gadsden State Community College**
Dr. Victor B. Ficker, President
Post Office Box 227
Gadsden, Alabama 35902-0227
Telephone: (205) 549-8200
Fax: (205) 549-8444
East Broad Street Campus
Telephone: (205) 549-8200
Valley Street Campus
Telephone: (205) 549-8200

10. **Jefferson State Community College**
Dr. Judy M. Merritt, President
2601 Carson Road
Birmingham, Alabama 35215-3098
Telephone: (334) 853-1200 or (800) 239-5900
Fax: (205) 856-1764

11. **T. A. Lawson State Community College**
Dr. Perry W. Ward, President
3060 Wilson Road, Southwest
Birmingham, Alabama 35221
Telephone: (205) 925-2515
Fax: (205) 929-6316

12. **Northeast Alabama Community College**
Dr. Charles M. Pendley, President
Post Office Box 159
Rainsville, Alabama 35986-0159
Telephone: (205) 638-4418
Fax: (205) 228-6558

13. **Northwest-Shoals Community College**
Dr. Larry McCoy, President
Post Office Box 2545
Muscle Shoals, Alabama 35662
Telephone: (205) 331-5200 or (800) 645-8967
Fax: (205) 331-5222
Phil Campbell Campus
Telephone: (205) 331-6200 or (800) 645-8967

14. **Shelton State Community College**
Dr. Thomas E. Umphrey, President
202 Skyland Boulevard
Tuscaloosa, Alabama 35405-4093
Telephone: (205) 391-2211 or (205) 759-1541
Fax: (205) 391-2311
C. A. Fredd Campus
Telephone: (205) 758-3361

15. **Snead State Community College**
Dr. Randy Parker, Interim President
Post Office Drawer D
Boaz, Alabama 35957
Telephone: (205) 593-5120
Fax: (205) 593-7180

16. **Southern Union State Community College**
Dr. Roy W. Johnson, President
Post Office Box 1000
Wadley, Alabama 36276
Telephone: (205) 395-2211
Fax: (205) 395-2215
Opelika Campus
Telephone: (334) 745-6437
Valley Campus
Telephone: (334) 756-4151

17. **George C. Wallace Community College**
Dr. Larry Beaty, President
Route 6, Box 62
Dothan, Alabama 36303
Telephone: (334) 983-3521
Fax: (334) 983-4255

18. **Wallace State Community College**
Dr. James C. Bailey, President
Post Office Box 2000
Hanceville, Alabama 35077-2000
Telephone: (205) 352-8000
Fax: (205) 352-8228

19. **George Corley Wallace State Community College**
Dr. Julius R. Brown, President
Post Office Drawer 1049
Selma, Alabama 36702-1049
Telephone: (334) 875-2634
Fax: (334) 874-7116

JUNIOR COLLEGES

20. **Enterprise State Junior College**
Dr. Stafford L. Thompson, President
Post Office Box 1300
Enterprise, Alabama 36331
Telephone: (334) 347-2623
Fax: (334) 393-6223

21. **Lurleen B. Wallace Junior College**
Dr. Seth Hammett, President
Post Office Drawer 1418
Andalusia, Alabama 36420
Telephone: (334) 222-6591
Fax: (334) 222-6567

TECHNICAL COLLEGES

22. **Alabama Aviation and Technical College**
Dr. Imogene Mixson, Interim President
Post Office Box 1209
Ozark, Alabama 36361-1209
Telephone: (334) 774-5113 or (800) 624-3468
Fax: (334) 774-6399

23. **Harry M. Ayers State Technical College**
Dr. Ed Meadows, President
Post Office Box 1647
Anniston, Alabama 36202-1647
Telephone: (205) 835-5400
Fax: (205) 835-5474

24. **Bessemer State Technical College**
Dr. W. Michael Bailey, President
Post Office Box 308
Bessemer, Alabama 35021
Telephone: (205) 428-6391 or (800) 235-5368
Fax: (205) 426-8915

25. **J. F. Drake State Technical College**
Dr. Johnny L. Harris, President
3421 Meridian Street, North
Huntsville, Alabama 35811
Telephone: (205) 539-8161
Fax: (205) 539-6439

26. **J. F. Ingram State Technical College**
Mr. J. Douglas Chambers, President
Post Office Box 209
Deatsville, Alabama 36022
Telephone: (334) 285-5177
Fax: (334) 285-5328

27. **Douglas MacArthur State Technical College**
Mr. L. Wayne Bennett, Interim President
Post Office Drawer 910
Opp, Alabama 36467
Telephone: (334) 493-3573
Fax: (334) 493-7003

28. **John M. Patterson State Technical College**
Mr. J. Larry Taunton, President
3920 Troy Highway
Montgomery, Alabama 36116-2699
Telephone: (334) 288-1080
Fax: (334) 284-9357

29. **Reid State Technical College**
Dr. Ullysses McBride, President
Post Office Box 588
Evergreen, Alabama 36401
Telephone: (334) 578-1313
Fax: (334) 578-5355

30. **Chauncey Sparks State Technical College**
Dr. Linda C. Young, President
Post Office Drawer 580
Eufaula, Alabama 36072-0580
Telephone: (334) 687-3543
Fax: (334) 687-0255

31. **H. Councill Trenholm State Technical College**
Dr. Leroy Bell, Jr., Interim President
Post Office Box 9039
Montgomery, Alabama 36108
Telephone: (334) 832-9000
Fax: (334) 832-9777

STATEWIDE MOBILE INDUSTRIAL TRAINING

32. **Alabama Industrial Development Training Institute**
Mr. Ed Castile, Director
One Technology Court
Montgomery, Alabama 36116-3200
Telephone: (334) 242-4158
Fax: (334) 242-0299
Huntsville Center
Telephone: (205) 461-7550
Mobile Center
Telephone: (334) 432-3336
Montgomery Center
Telephone: (334) 242-2670

SENIOR COLLEGE

33. **Athens State College**
Dr. Jerry Bartlett, President
300 North Beaty Street
Athens, Alabama 35611
Telephone: (205) 233-8100 or (800) 522-027
Fax: (205) 233-8164

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